

Lakeville Elementary

2015 LAKEVILLE RD, Apopka, FL 32703

<https://lakevillees.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	38
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	41

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lakeville Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead all students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Lakeville's teachers connect with students on a personal level - daily chats, class meetings, teachable moments all help to build rapport, establish trust and learn about students' strengths and weaknesses. They build personal relationships by greeting students, having individual and small group discussion, helping to foster ongoing parental involvement and keeping open lines of communication between school and home. Staff takes time to relate to students about their everyday life, including their home and family and believing in and setting high expectations for all students by designing meaningful instruction that meets individual students' needs and challenges them to reach their full potential. After school and evening activities are provided to involve students and their families in supporting academic achievement and growth. A Parent Engagement Liaison position was created this year to establish and improve effective communication between home and school, recruit parents to participate in school and district family engagement activities, coordinate training opportunities for parents and families of students, provide support to staff and parents on best practices in parent engagement, and improve community outreach.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Lakeville has established a school wide positive behavior support plan for all students to be "On TRACK for Excellence". There are rules and procedures in place for all common areas at Lakeville including arrival, hallway, lunchroom, classroom, dismissal and transitions. All school personnel are involved in teaching and maintaining rules and procedures in order to create a safe school environment. The staff maintains an approachable attitude so students feel safe and secure to share concerns or problems. The TRACK code are positively-expressed statements emphasizing traits students should exhibit in order to help them achieve their classroom and school goals.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Lakeville's school-wide procedures/expectations are implemented with a positive behavior support plan called TRACK. Our students are "On TRACK" when they are: Treating self and others with respect, making Responsible choices, putting forth Academic effort, using Courteous communication and always remembering to Keep self and others safe. The TRACK Code provides detailed behavior expectations across all school settings. Each teacher has posted the Lakeville TRACK code in their classrooms as well as their own classroom management system that aligns and supports the

Lakeville TRACK code.

When problem behaviors occur, the classroom teacher utilizes the positive behavior support system flow chart to reach a resolution. Teachers follow the flow chart starting with in-class interventions, then out of class interventions, use of the Significant Behavior Incident Report (SBIR) and intensive interventions. The specific interventions are outlined in Lakeville’s Positive Behavior Support Handbook. The school holds monthly grade level Behavior meetings to identify students in need of interventions and discuss strategies with the Behavior Support Team.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school ensures the social-emotional needs of all students are being met by establishing a support network of administrators, teachers, special education professionals, and paraprofessionals. The behavior team meets on a weekly basis to share information and provide support for Lakeville students. As members of our school team, Lakeville's guidance counselor and behavior specialist provide a comprehensive guidance program for students in grades K-5, designed to help students achieve success in school. The school counselor and behavior specialist implement the elementary guidance curriculum; counsel small groups and individual students with problems that create barriers to school success; consult with teachers, staff and parents regarding meeting the developmental needs of students. These professionals also refer students with severe problems to appropriate community agencies in consultation with their parents. Topics of small groups include: student success skills, getting along with others, self-esteem, test anxiety and character education. For identified at-risk students, Lakeville is participating in Orange County's My Brother's Keeper initiative, Boys Becoming Young Men, and a mentoring program for girls.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Data for school attendance, behavior referrals and suspensions is kept in the district management system, Chancery SMS. ProgressBook is kept current to determine course failures in core subject areas. Assessment data for the Florida State Assessments is found in Performance Matters. Data is analyzed during monthly data chats and interventions are determined through this discussion.

Lakeville's early warning indicators are as follows:

- Attendance below 90 percent
- One or more suspensions
- Course failure in ELA or Math
- Two or more early warning signs

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	22	12	15	23	16	0	0	0	0	0	0	0	106
One or more suspensions	0	1	1	5	2	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	12	12	3	9	10	0	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	38	47	41	0	0	0	0	0	0	0	126

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	5	1	11	13	9	0	0	0	0	0	0	0	42

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Interventions include:

Attendance below 90 percent: Child study teams, including a school administrator, school social worker, teacher and parent, meet when a student attains more than 10 unexcused absences.

One or more suspensions: The school positive behavior support team meets weekly to discuss trends in negative behavior across grade levels and classes. Data considered include classroom incident reports, discipline referrals and teacher behavior logs. Tier II and Tier III behavior interventions are put in place based on the team's input.

Course failure in ELA or Math: Professional learning communities meet monthly to discuss academic data and progress monitoring logs. Data considered include grades entered in Progressbook, parent/teacher conferences, assessment data and progress monitoring. Tier II and Tier III academic interventions are put in place based on needs of students.

Level 1 on statewide assessment: Students are placed in small group intervention groups to work on targeted skills based on individualized needs. Support occurs in the classroom and during Tier II and Tier III intervention groups throughout the school day. After school tutoring is offered two days per week. Students are also invited to summer reading camp.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Increase the attendance of parents at events that focus on student learning.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Lakeville builds and sustains partnerships with the local community by maintaining relationships with local businesses, organizations, and faith-based groups through Partners In Education. Partners support the school by providing at least three activities with the school each year. Chik-fil-a provides free

breakfast certificates for people who join the PTA, provides a calendar fundraiser for fifth grade parents, and hosts school spirit nights. Popeyes Chicken provides free kids meal certificates for students who make the honor roll. Naomi Kids provides speakers for Teach In and mints for student testing days. Journey Community Church provides funding and supplies for an onsite food pantry for families in need. The Winter Garden Railroad Museum provides continued maintenance and docent training for Lakeville's "Workin' On The Railroad" train museum. In turn, the school supports Partners through face-to-face marketing, public appreciations and promotion of school spirit nights. Lakeville is a part of the Apopka mayor's "Apopka Begins and Ends with A" community action team. This team meets monthly with community members and public officials to determine how the community can support academic achievement of students. A bilingual parent engagement liaison was hired to increase parental involvement in school activities through more effective communication.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Swanson, Cynthia	Principal
Holley, Sheila	Assistant Principal
Morrison, Lisa	Instructional Coach
Jerrett, Debra	Instructional Coach
Hayes, Sandra	Instructional Coach
Donovan, Margaret	Psychologist
Wilkerson, Ashli	Administrative Support
Pemberton, Donna	Administrative Support
Milton, Robin	School Counselor
Bustamante, Denise	Instructional Media

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

*Principal - Cynthia Swanson:

Serves as the school instructional leader, evaluates instructional staff, responsible for sharing the SIP and the MTSS plan with staff and parents; scheduling data meetings and providing a focus, scheduling time and resources for professional development and working with the Curriculum Resource Teacher on professional development that is driven by student data and teacher needs, working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data.

*Assistant Principal - Sheila Holley:

Leads positive behavior support team, working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data. implements and supervises the Safe School Plan, oversees facility maintenance, serves as instructional leader, evaluates instructional and classified staff

*Curriculum Resource Teacher- Donna Pemberton:

Responsible for implementing specific actions of the SIP; working with the MTSS Coordinator in delivering professional development that is driven by student data and teacher needs; participating in

data meetings; working with the MTSS Academic and Behavior teams to analyze school wide academic and behavioral data. Responsible for planning parent involvement activities, professional development for parents and staff regarding parent involvement, creates and implements the school parent involvement plan, completes Title I documentation according to compliance standards, chairperson of the SAC, and Partners In Education Coordinator.

*Reading Coach - Debra Jerrett:

Responsible for implementing specific actions of the SIP; working with the MTSS Coordinator in delivering professional development that is driven by student data and teacher needs, participating in common planning meetings; working with the MTSS academic and behavior teams to analyze school wide academic and behavioral data.

*STEM Coach - Sandra Hayes:

Responsible for implementing specific actions of the SIP; working with the MTSS Coordinator in delivering professional development that is driven by student data and teacher needs, participating in common planning meetings; working with the MTSS academic and behavior teams to analyze school wide academic and behavioral data.

*MTSS Coordinator - Lisa Morrison:

Responsible for implementing specific actions of the SIP; work with the Curriculum Resource Teacher in delivering professional development; working with the School Psychologist in the problem solving process and implementation of best practices; meeting with individual teachers regarding classroom and/or individual student needs based on data and filling out the Lakeville MTSS Summary Form; monitoring and analyzing Tier II and Tier III data forms and graphs on Lakeville SharePoint site; advising teachers on Tier II and Tier III best practices; participating in data meetings; working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data.

*Peggy Donovan - School Psychologist:

Responsible for working with the MTSS Coordinator in the problem solving process and implementation of best practices; meeting with individual teachers regarding classroom and/or individual student needs based on data; reviewing school wide data and Tier II and Tier III data with the MTSS Coordinator; working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data.

*Ashli Wilkerson - Staffing Specialist/Compliance Teacher/ESOL Contact:

Responsible for working with the Exceptional Education Team in the problem solving process and implementation of best practices; reviewing school wide data and Tier II and Tier III data with the MTSS Coordinator and School Psychologist for students not making sufficient progress; working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data; monitoring compliance of regulations for English Language Learners.

*Robin Milton - Guidance Counselor:

Responsible for implementing a comprehensive school guidance program including classroom guidance, small group counseling, individual counseling, consultation with parents, and referrals to outside agencies. Responsible for compliance with 504 plans and is the Title IX designee and McKinney-Vento, Migrant and Foster Care designee.

*Denise Bustamante - Media Specialist:

Responsible for circulation of print and media materials to all students and staff, teaches library and reading skills to all primary grade classes, serves as administrator for school website and Sharepoint site, plans twice yearly book fairs, serves on Literacy Leadership Council, teaches intervention groups as needed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

To address the effectiveness of core instruction, the leadership team reviewed data from the previous school year and made recommendations to the principal and assistant principal for staffing and resources for the current school year. Common collaborative planning team meeting format was developed. Teams utilize the countywide curriculum resource materials to plan standards-based instruction. At the close of each testing cycle, the leadership team and grade level Professional Learning Communities will collaborate to look at grade level data and individual class data. Based on the data, decisions will be made regarding the needs of the grade level, and/or individual teachers. Based on the need, resources will be provided, along with professional development. The Continuous Improvement Model will be used at each data meeting - Plan, Do, Check, Act. Individual teacher data will be reviewed, areas of excellence will be highlighted and best practices will be shared.

Supplemental Academic Instruction: Funds from this program will be used to provide reading tutoring for our students who scored a Level 1 or Level 2 in reading and/or math. In the area of reading, students will attend tutoring after school for two days per week for one hour each day. Lessons will be based on identified needs and students will be grouped according to need. Funds from this program will also be used to open the computer lab before and after school, 4 days per week for 60 minutes each day for Level 1 and Level 2 math students to work on iReady math for math intervention.

Homeless: Our Homeless Coordinator, Robin Milton, will liaison with the district office in participating in the C.O.O.L Fit program - a program that provides clothing for our needy students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Parent
Cynthia Swanson	Principal
Chamira Harris	Parent
Karen Bilak	Parent
Ayesha Little	Teacher
Roxanne Hendricks-Brown	Teacher
Sandra Jerome-Severe	Teacher
Jessica Lefkowitz	Parent
Donna Pemberton	Teacher
Ciriam Rodriguez	Teacher
Jennifer Campbell	Parent
Lucia Maldonado	Teacher
Francisco Hernandez	Business/Community
Roxana Hernandez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the SIP goals and activities at the end of the 2016-2017 school year and used the 2017 data to set goals and plan activities for the 2017-2018 school improvement plan.

b. Development of this school improvement plan

The AdvancED parent/student/staff surveys were reviewed with SAC at end of 2016-2017 school year and the committee gave input regarding plans for the 2017-2018 school year. The Administrative Team met over summer to look at survey results and data and made suggestions for professional development and implementation of differentiated instructional strategies. Administrators attended the NLC principal's meeting and devised a draft of the SIP action plan. Based on data analysis and discussion, an action plan was drafted. The action plan was reviewed and revise. The draft SIP will be reviewed at first SAC meeting of year. The SAC Committee conducts monthly meetings to discuss the SIP, budget, and the barriers to success, to ensure that the mission and vision goals are being met. Throughout the year, changes are made as needed to successfully meet goals as outlined in the SIP. A needs assessment is conducted to determine specific goals and focus areas that need to be addressed school wide. End of the year assessment data is used to determine overall performance of the school for the current year.

c. Preparation of the school's annual budget and plan

The SAC will assist the principal with the preparation of the school budget for 2017-2018. School improvement funds will be discussed to best meet the needs of the school improvement plan. There is currently \$17,352 in the school improvement account. The SAC intends to use these funds for professional development training to build capacity in instructional staff.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement Plan Funds for the 2016-2017 school year were used for professional development for Daily 5 (\$2,040), SSYRA books for Battle of the Books (\$560), and Rose Taylor training (\$4,500).

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Swanson, Cynthia	Principal
Holley, Sheila	Assistant Principal
Jerrett, Debra	Instructional Coach
Bustamante, Denise	Instructional Media
Morrison, Lisa	Instructional Coach
Klein, Amy	Teacher, K-12
Riggio, Krista	Teacher, K-12
Rohter, Paige	Teacher, K-12
Matthews, Megan	Teacher, K-12
Mendygral, Jackie	Teacher, K-12
Comeau, Lovissa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team meets every month and is facilitated by the ELA Instructional Coach. Meetings and agendas are collaboratively planned and placed on the school calendar. The mission of the team is based on the District K-12 Reading Plan structure, to monitor the progress of reading and writing proficiency, to ensure that reading and writing is embedded in all content areas, and to provide teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. This team works to ensure that professional development offerings are supportive of our school's ELA needs. The Literacy Leadership Team also provides guidance to schoolwide literacy initiatives such as family literacy nights, One School/One Book, Bookworks volunteer readers, Sunshine State Young Reader awards, Accelerated Reader, Battle of the Books and the creation of a parent resource room.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade level teams meet at least twice weekly to collaboratively plan for reading and math instruction. The principal, assistant principal and instructional coaches attend collaborative planning sessions to provide support and resources for grade level teams. Professional development is planned and delivered based on the curriculum and lesson planning needs resulting from weekly grade level meetings. Monthly staff meetings incorporate team building activities and celebrations.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Recruitment of Highly Qualified Teachers - All instructional applicants are pre-qualified as Highly Qualified before they are called in for an interview.

Persons Responsible: Cynthia Swanson, Sheila Holley

Retaining of Highly Qualified Teachers - All teachers participate and contribute to professional learning communities, focusing on student achievement and professional development.

Persons Responsible: Cynthia Swanson, Sheila Holley

Identification of Teacher Leaders - Build capacity to support teaching and learning through maximizing

expertise in leadership, content, and pedagogy among community stakeholders, in order to implement and sustain the OCPS framework. Our Literacy and STEM Coaches were provided with the opportunity to attend professional development for the Facilitative Coaching Series.

Persons Responsible: Cynthia Swanson, Sheila Holley

Protege Program - This program is designed to provide instructional support for beginning teachers. This support is provided through a mentor and monthly staff development geared toward the needs of a beginning teacher. The mentor is responsible for guiding the beginning teacher through the beginning teacher portfolio. This portfolio is used to document completion of various professional development components, including: differentiated instruction, classroom management, classroom environment, code of ethics and great beginnings.

The mentors are also responsible for meeting with their beginning teachers and guiding them through the deliberate practice process, the domains of Marzano's Art and Science of Teaching, standards based instruction, progress monitoring, grading, parent conferences, professional development and classroom management. In Additionally, various school personnel share their roles and expertise in specialized fields.

Person(s) Responsible: Debra Jerrett

Alternative Certification Program for those with temporary certification - teachers complete a portfolio to document work toward alternative certification.

Person Responsible: Debra Jerrett

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentoring Plan: The mentor meets with the beginning teacher on a weekly basis to review standards based instruction, using Marzano strategies that are data driven. The beginning teacher has multiple opportunities to observe the mentor delivering standards based instruction. Weekly collaboration is a part of the beginning teacher program and is built into their weekly schedule. The mentee also gets the opportunity to observe the mentor delivering instruction and assessing students. The mentor and mentee also collaborate on lesson planning and selection of appropriate training opportunities.

Rationale for Pairings: Highly qualified teachers who have completed the clinical educators training were selected to mentor beginning teachers. Mentors are required to update their clinical educators training yearly through a PDS online course. Mentors were also chosen based on the following characteristics: track record of high levels of student achievement; effective rating on the OCPS instructional assessment; ability to collaborate with other professionals; effective in working with all stakeholders.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Lakeville utilizes the district curriculum resource materials (CRMs) to assure Florida's standards are being implemented with fidelity, following the scope and sequence for each subject area.

Administration and coaches conduct classroom walkthroughs for all teachers. Instructional rounds are conducted. Administration and instructional coaches plan and attend weekly common and collaborative planning meetings for reading and math. Actionable feedback from informal and formal observations is given. Appropriate professional development is made available to meet school and

teacher needs. Teachers in all grade levels keep data from weekly progress monitoring of the lowest 25% of students in reading. Lesson plan feedback is provided when necessary.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Lakeville uses FSA and iReady diagnostic data to provide and differentiate instruction by differentiating small group instruction, implementing teacher-led centers, providing flexible grouping, leading content-specific tutoring based on need, and giving instruction to Tier II/Tier III intervention groups. iReady diagnostic assessments are given three times yearly to track student progress in reading and math. The Florida Standards Assessment in reading and math is given to third through fifth grade each spring. The FSA Writing Assessment takes place in February for fourth and fifth grade students. Students in fifth grade complete the Florida Statewide Science Assessment at the end of their school year.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,320

Identified struggling students in 3rd, 4th and 5th grade are given the opportunity to attend three hours per week of reading and tutoring after school.

Strategy Rationale

Based on 2017 benchmark and FSA scores, additional learning opportunities are needed to increase student performance in reading and/or math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jerrett, Debra, debra.jerrett@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reading: Before tutoring begins, students will be given a Fountas and Pinnell reading assessment and a iReady assessment. Students will be progress monitored using an iReady assessment bi-weekly. Instruction and/or materials will be adjusted if needed based on the results of progress monitoring data. At the close of tutoring, students will be given an iReady diagnostic. Math: Accelerated math groups will be implemented for students who scored a level two on the FSA math test the previous year. Students will preview math skills to be taught in their classrooms to give them background information for learning.

Strategy: After School Program

Minutes added to school year: 1,320

Identified struggling students in 3rd, 4th and 5th grade are given the opportunity to attend 180 minutes per week of math practice after school.

Strategy Rationale

Based on 2017 benchmark and FSA scores, additional learning opportunities are needed to increase student performance in math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hayes, Sandra, sandra.hayes@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Math: Before tutoring begins, students will be given the iReady prerequisite skills test to identify deficient skills. Students will be progress monitored using iReady diagnostic bi-weekly. Instruction and/or materials will be adjusted if needed based on the results of progress monitoring data. At the close of tutoring, students will be given the iReady end of year assessment.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All VPK and kindergarten classes begin the year with additional support in transitioning into the school environment. On the first day of school, the students are given a tour of the campus. Teachers begin the year with a focus on community building to make them feel welcome. All incoming kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS)

Fifth grade students attend middle school orientations and meet with the guidance counselors regarding course selection.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Lakeville participates in the OCPS annual Teach-In event, inviting businesses and individuals to spread the word about different career choices and what students need to be doing now to be marketable in the future. Every student in grades K-5 utilizes a daily planner to record homework and academic notes. This promotes organizational skills necessary for college and career paths.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

To prepare our students for 21st century careers with technology and industry, Lakeville has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Safari Montage, Accelerated Reader, and Curriculum Resource Materials for interactive lessons and digital experiments to provide real world experiences. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Inquiry-based science investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready, Accelerated Reader, and Brainpop Jr. to build academic achievement and increase motivation.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Lakeville Elementary School will increase ELA and Mathematics learning gains in the top 25%.
- G2.** Lakeville Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)
- G3.** Lakeville Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Lakeville Elementary School will increase ELA and Mathematics learning gains in the top 25%. 1a

G095202

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	100.0
Math Gains District Assessment	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers may have limited knowledge of differentiated instruction for helping students enhance their understanding of state standards.
- There is a lack of enrichment opportunities available for students in the top 25% in ELA and math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- OCPS districtwide curriculum resource materials (CRMs), iReady teaching tools, CPALMs lessons

Plan to Monitor Progress Toward G1. 8

Students in the top 25% in ELA and math will show learning gains according to iReady diagnostic testing throughout the school year and on FSA assessments in Spring, 2018.

Person Responsible

Cynthia Swanson

Schedule

Triannually, from 1/19/2018 to 5/31/2018

Evidence of Completion

Data will indicate increased scores in ELA and mathematics assessments on iReady diagnostics and FSA testing.

G2. Lakeville Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

G095203

Targets Supported 1b

Indicator	Annual Target
5Es Score: Ambitious Instruction	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited capacity for implementing instruction aligned with the rigor of grade level standards.
- Teachers have limited knowledge of district expectations for Professional Learning Community (PLC) collaboration.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches and support staff.
- Leadership and personnel at each grade level trained in Curriculum Resource Materials (CRM) and District Professional Learning Communities (DPLC).
- Professional development provided to all instructional staff on Curriculum Resource Materials (CRM) and District Professional Learning Communities (DPLC).

Plan to Monitor Progress Toward G2. 8

Progress of this goal will be monitored by analyzing classroom walkthrough data and lesson planning for evidence of cognitively complex tasks, and by an increase in the number of students showing proficiency on district and state assessments.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional development agenda and training outline will demonstrate that required instruction of DPLC guidelines occurred. Administrators and instructional coaches will observe grade level common collaborative meetings to ensure adherence to district expectations and common planning notes will reflect that the DPLC guidelines are implemented.

G3. Lakeville Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1a

G095204

Targets Supported 1b

Indicator	Annual Target
Math Gains	76.0
ELA/Reading Gains	77.0
FSA Science Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers may not currently have a comfort level using "safe practice" feedback to acknowledge improvement areas and implement strategies for more effective instruction.
- Teachers have limited knowledge of implementing differentiated instruction and flexible grouping to meet individualized student needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The leadership team is trained to provide constructive feedback in a "safe practice" format.
- Professional development will be provided to all instructional staff of best practices for instructional rounds.

Plan to Monitor Progress Toward G3. 8

Progress of this goal will be monitored by weekly checks of lesson plans and classroom walkthrough data to show an increase in communicating high expectations for all students. Student growth will be monitored by analyzing iReady diagnostic data and usage throughout the year. Learning gains for all students will show an increase based on comparative data from 2016-2017 FSA learning gains to 2017-2018 FSA learning gains. 60% of ELL/ESE students will make learning gains.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Lakeville Elementary School will increase ELA and Mathematics learning gains in the top 25%. **1**

 G095202

G1.B1 Teachers may have limited knowledge of differentiated instruction for helping students enhance their understanding of state standards. **2**

 B256249

G1.B1.S1 Administrators and instructional coaches will provide professional development in differentiated instruction for higher performing students. **4**

 S270882

Strategy Rationale

By using CRMs, teachers will have knowledge of and implement rigorous standards-based instruction for students to attain standards mastery.

Action Step 1 **5**

A plan for the development of enrichment strategies will be discussed in weekly common collaborative planning.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly common collaborative planning agendas and notes will reflect the addition of enrichment strategies.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Administrators will attend common collaborative planning meetings to assure discussion and implementation of enrichment activities is added to weekly lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walkthroughs and teacher observations will show an increase in higher level instructional strategies.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

More teachers will implement small group enrichment strategies on a regular basis.

G1.B2 There is a lack of enrichment opportunities available for students in the top 25% in ELA and math.

2

B256250

G1.B2.S1 Academic enrichment activities will be added to the culture of the school. 4

S270883

Strategy Rationale

Making enrichment activities available will increase opportunity for high achieving students to expand their thinking and will enable learning gains.

Action Step 1 5

Lakeville will implement the National Junior Honor Society for academic high achievers in fifth grade.

Person Responsible

Donna Pemberton

Schedule

Monthly, from 11/13/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

Students will form a team and participate in the SECME science competition at the University of Central Florida.

Person Responsible

Sandra Hayes

Schedule

Weekly, from 11/1/2017 to 3/30/2018

Evidence of Completion

Student problem solving artifacts will be taken to district and state science competitions.

Action Step 3 5

Students will read qualifying books, form a team of readers and compete in the district Battle of the Books competition.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 9/11/2017 to 4/30/2018

Evidence of Completion

Student reading logs will be kept to record high order thinking questions for books read, judges evaluations will record student success in the competition.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monthly calendars of student meetings for all groups will be maintained in a central location.

Person Responsible

Donna Pemberton

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

The school Sharepoint calendar will record meeting dates for all enrichment activities.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students included in enrichment activities will maintain high achieving scores on report cards, diagnostic tests and state standards assessments.

Person Responsible

Cynthia Swanson

Schedule

Monthly, from 11/13/2017 to 5/31/2018

Evidence of Completion

Report card grades, iReady diagnostic data and FSA scores will be monitored for above average grades and increased scores.

G2. Lakeville Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1

G095203

G2.B1 Teachers have limited capacity for implementing instruction aligned with the rigor of grade level standards. 2

B256251

G2.B1.S1 Instructional staff will be trained to utilize districtwide Curriculum Resource Materials (CRM) and implement lesson plans and resources in daily instruction. 4

S270884

Strategy Rationale

By using the CRMs, instruction will meet the rigor of the standards.

Action Step 1 5

Instructional coaches will provide professional development on accessing, understanding, and implementing weekly planning for rigorous instruction, to include Daily 5.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Sign-in sheets for professional development.

Action Step 2 5

Instructional staff will utilize CRMs in lesson planning for all subject areas.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plan checks and classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The fidelity of implementation of this goal will be monitored by analyzing classroom walkthrough data and lesson planning for evidence of cognitively complex tasks, and by an increase in the number of students showing proficiency on district and state assessments.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Common collaborative planning notes will reflect discussion of grade level implementation of resources. Lesson plans provided on the CRM website will be implemented with fidelity and classroom walkthrough data will show evidence of utilization.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Effectiveness of this goal will be monitored by analyzing classroom walkthrough data and lesson planning for evidence of cognitively complex tasks, and by an increase in the number of students showing proficiency on district and state assessments.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Common collaborative planning notes will reflect discussion of grade level implementation of resources. Lesson plans provided on the CRM website will be implemented with fidelity, classroom walkthrough data will show evidence of utilization.

G2.B2 Teachers have limited knowledge of district expectations for Professional Learning Community (PLC) collaboration. **2**

 B256252

G2.B2.S1 Instructional staff will utilize District Professional Learning Communities (DPLC) to ensure consistency with Orange County Public Schools (OCPS) expectations. **4**

 S270885

Strategy Rationale

When teachers use DPLCs, they will build capacity for collaborating and using research based practices in their instruction.

Action Step 1 **5**

Teachers will participate in six professional development sessions for implementation of District Professional Learning Communities (DPLC).

Person Responsible

Debra Jerrett

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Attendance rosters from six professional development sessions.

Action Step 2 **5**

Each grade level will implement the structures and expectations of District Professional Learning Communities (DPLC).

Person Responsible

Debra Jerrett

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Notes from grade level collaborative planning meetings, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The fidelity of implementation of this goal will be monitored by analyzing classroom walkthrough data and lesson planning for evidence of cognitively complex tasks and by an increase in the number of students showing proficiency on district and state assessments.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional development agenda and training outline will demonstrate that required instruction of DPLC guidelines occurred. Instructional coaches will observe grade level common collaborative meetings to ensure adherence to district expectations and common planning notes will reflect that the DPLC guidelines are implemented.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Effectiveness of this goal will be monitored by analyzing classroom walkthrough data and lesson planning for evidence of cognitively complex tasks and by an increase in the number of students showing proficiency on district and state assessments.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional development agenda and training outline will demonstrate that required instruction of DPLC guidelines occurred. Instructional coaches will observe grade level common collaborative meetings to ensure adherence to district expectations and common planning notes will reflect that the DPLC guidelines are implemented.

G3. Lakeville Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) **1**

 G095204

G3.B1 Teachers may not currently have a comfort level using "safe practice" feedback to acknowledge improvement areas and implement strategies for more effective instruction. **2**

 B256253

G3.B1.S1 Instructional coaches will provide feedback to teachers regarding small group instruction via "safe practice" walkthroughs. **4**

 S270886

Strategy Rationale

When teachers receive actionable feedback, they grow in their capacity to deliver effective small group and ELL/ESE instruction. When instructional staff has the opportunity to discuss observations of "safe practice" walkthroughs as a grade level team, all team members benefit from the feedback.

Action Step 1 **5**

Instructional coaches will implement "safe practice" walkthroughs, providing teachers with feedback on best practices for guiding small group instruction that will benefit all students, specifically focusing on strategies to improve ELL/ESE student performance.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Instructional coaches will conduct "safe practice" walkthroughs for each teacher on a weekly basis.

Action Step 2 5

Instructional coaches will facilitate feedback discussions with grade level teams regarding "safe practice" walkthrough observations of small group instruction.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Teachers will discuss feedback at weekly common planning meetings.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Fidelity of implementation of this goal will be monitored by weekly checks of lesson plans and classroom walkthrough data to show an increase in communicating high expectations for all students and by showing growth in comparative data from 2016-2017 FSA learning gains to 2017-2018 FSA learning gains for all students. 60% of ELL/ESE students will make learning gains.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Effectiveness of this goal will be monitored by weekly checks of lesson plans and classroom walkthrough data to show an increase in communicating high expectations for all students and by showing growth in comparative data from 2016-2017 FSA learning gains to 2017-2018 FSA learning gains for all students. 60% of ELL/ESE students will make learning gains.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.

G3.B2 Teachers have limited knowledge of implementing differentiated instruction and flexible grouping to meet individualized student needs. **2**

 B256254

G3.B2.S1 Instructional coaches will provide professional development to each grade level regarding the most effective method for conducting instructional rounds. **4**

 S270887

Strategy Rationale

When teachers observe their grade level peers conducting lessons, they build their capacity to effectively deliver standards based instruction.

Action Step 1 **5**

Instructional coaches will model how to conduct instructional rounds and how to provide appropriate and meaningful feedback to peers.

Person Responsible

Debra Jerrett

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Instructional rounds professional development will be conducted by the end of the 1st quarter

Action Step 2 **5**

Teachers in all grade levels will participate in instructional rounds to observe effective small group instruction by peer teachers.

Person Responsible

Debra Jerrett

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Instructional rounds will be conducted quarterly in each grade level.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Fidelity of implementation of this goal will be monitored by weekly checks of lesson plans and classroom walkthrough data to show an increase in communicating high expectations for all students and by showing growth in comparative data from 2016-2017 FSA learning gains to 2017-2018 FSA learning gains for all students. 60% of ELL/ESE students will make learning gains.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Effectiveness of this goal will be monitored by weekly checks of lesson plans and classroom walkthrough data to show an increase in communicating high expectations for all students and by showing growth in comparative data from 2016-2017 FSA learning gains to 2017-2018 FSA learning gains for all students. 60% of ELL/ESE students will make learning gains.

Person Responsible

Cynthia Swanson

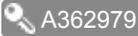
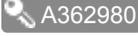
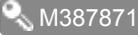
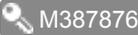
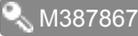
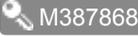
Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A2  A362979	Students will form a team and participate in the SECME science competition at the University of...	Hayes, Sandra	11/1/2017	Student problem solving artifacts will be taken to district and state science competitions.	3/30/2018 weekly
G1.B2.S1.A3  A362980	Students will read qualifying books, form a team of readers and compete in the district Battle of...	Jerrett, Debra	9/11/2017	Student reading logs will be kept to record high order thinking questions for books read, judges evaluations will record student success in the competition.	4/30/2018 weekly
G2.MA1  M387871	Progress of this goal will be monitored by analyzing classroom walkthrough data and lesson planning...	Swanson, Cynthia	8/14/2017	Professional development agenda and training outline will demonstrate that required instruction of DPLC guidelines occurred. Administrators and instructional coaches will observe grade level common collaborative meetings to ensure adherence to district expectations and common planning notes will reflect that the DPLC guidelines are implemented.	5/30/2018 weekly
G3.MA1  M387876	Progress of this goal will be monitored by weekly checks of lesson plans and classroom walkthrough...	Swanson, Cynthia	8/14/2017	A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.	5/30/2018 weekly
G2.B1.S1.MA1  M387867	Effectiveness of this goal will be monitored by analyzing classroom walkthrough data and lesson...	Swanson, Cynthia	8/14/2017	Common collaborative planning notes will reflect discussion of grade level implementation of resources. Lesson plans provided on the CRM website will be implemented with fidelity, classroom walkthrough data will show evidence of utilization.	5/30/2018 weekly
G2.B1.S1.MA1  M387868	The fidelity of implementation of this goal will be monitored by analyzing classroom walkthrough...	Swanson, Cynthia	8/14/2017	Common collaborative planning notes will reflect discussion of grade level implementation of resources. Lesson plans provided on the CRM website will be implemented with fidelity and classroom walkthrough data will show evidence of utilization.	5/30/2018 weekly
G2.B1.S1.A1  A362981	Instructional coaches will provide professional development on accessing, understanding, and...	Jerrett, Debra	8/14/2017	Sign-in sheets for professional development.	5/30/2018 weekly
G2.B1.S1.A2  A362982	Instructional staff will utilize CRMs in lesson planning for all subject areas.	Swanson, Cynthia	8/14/2017	Lesson plan checks and classroom walkthroughs.	5/30/2018 weekly
G2.B2.S1.MA1  M387869	Effectiveness of this goal will be monitored by analyzing classroom walkthrough data and lesson...	Swanson, Cynthia	8/14/2017	Professional development agenda and training outline will demonstrate that required instruction of DPLC guidelines occurred. Instructional coaches will observe grade level common collaborative meetings to ensure adherence to district expectations and common planning notes will reflect that the DPLC guidelines are implemented.	5/30/2018 weekly
G2.B2.S1.MA1  M387870	The fidelity of implementation of this goal will be monitored by analyzing classroom walkthrough...	Swanson, Cynthia	8/14/2017	Professional development agenda and training outline will demonstrate that required instruction of DPLC guidelines occurred. Instructional coaches will observe grade level common collaborative meetings to ensure	5/30/2018 weekly

Orange - 0141 - Lakeville Elementary - 2017-18 SIP
Lakeville Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				adherence to district expectations and common planning notes will reflect that the DPLC guidelines are implemented.	
G2.B2.S1.A1 A362983	Teachers will participate in six professional development sessions for implementation of District...	Jerrett, Debra	8/14/2017	Attendance rosters from six professional development sessions.	5/30/2018 monthly
G2.B2.S1.A2 A362984	Each grade level will implement the structures and expectations of District Professional Learning...	Jerrett, Debra	8/14/2017	Notes from grade level collaborative planning meetings, classroom walkthroughs	5/30/2018 weekly
G3.B1.S1.MA1 M387872	Effectiveness of this goal will be monitored by weekly checks of lesson plans and classroom...	Swanson, Cynthia	8/14/2017	A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.	5/30/2018 weekly
G3.B1.S1.MA1 M387873	Fidelity of implementation of this goal will be monitored by weekly checks of lesson plans and...	Swanson, Cynthia	8/14/2017	A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.	5/30/2018 weekly
G3.B1.S1.A1 A362985	Instructional coaches will implement "safe practice" walkthroughs, providing teachers with feedback...	Jerrett, Debra	8/14/2017	Instructional coaches will conduct "safe practice" walkthroughs for each teacher on a weekly basis.	5/30/2018 weekly
G3.B1.S1.A2 A362986	Instructional coaches will facilitate feedback discussions with grade level teams regarding "safe..."	Jerrett, Debra	8/14/2017	Teachers will discuss feedback at weekly common planning meetings.	5/30/2018 weekly
G3.B2.S1.MA1 M387874	Effectiveness of this goal will be monitored by weekly checks of lesson plans and classroom...	Swanson, Cynthia	8/14/2017	A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.	5/30/2018 weekly
G3.B2.S1.MA1 M387875	Fidelity of implementation of this goal will be monitored by weekly checks of lesson plans and...	Jerrett, Debra	8/14/2017	A weekly walkthrough schedule will be maintained by the instructional coaches, with notes of trends or grade level focus areas to be reviewed at common planning meetings. Common planning notes will reflect discussion of best practices that have been identified.	5/30/2018 weekly
G3.B2.S1.A1 A362987	Instructional coaches will model how to conduct instructional rounds and how to provide appropriate...	Jerrett, Debra	8/14/2017	Instructional rounds professional development will be conducted by the end of the 1st quarter	5/30/2018 quarterly
G3.B2.S1.A2 A362988	Teachers in all grade levels will participate in instructional rounds to observe effective small...	Jerrett, Debra	8/14/2017	Instructional rounds will be conducted quarterly in each grade level.	5/30/2018 quarterly
G1.MA1 M387866	Students in the top 25% in ELA and math will show learning gains according to iReady diagnostic...	Swanson, Cynthia	1/19/2018	Data will indicate increased scores in ELA and mathematics assessments on iReady diagnostics and FSA testing.	5/31/2018 triannually
G1.B1.S1.MA1 M387862	Classroom walkthroughs and teacher observations will show an increase in higher level instructional...	Swanson, Cynthia	9/11/2017	More teachers will implement small group enrichment strategies on a regular basis.	5/31/2018 weekly
G1.B1.S1.MA1 M387863	Weekly common collaborative planning agendas and notes will reflect the addition of enrichment...	Swanson, Cynthia	9/11/2017	Administrators will attend common collaborative planning meetings to assure discussion and implementation of enrichment activities is added to weekly lesson plans.	5/31/2018 weekly

Orange - 0141 - Lakeville Elementary - 2017-18 SIP
Lakeville Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1  A362977	A plan for the development of enrichment strategies will be discussed in weekly common...	Jerrett, Debra	9/5/2017	lesson plans, classroom walkthroughs	5/31/2018 weekly
G1.B2.S1.MA1  M387864	Students included in enrichment activities will maintain high achieving scores on report cards,...	Swanson, Cynthia	11/13/2017	Report card grades, iReady diagnostic data and FSA scores will be monitored for above average grades and increased scores.	5/31/2018 monthly
G1.B2.S1.MA1  M387865	Monthly calendars of student meetings for all groups will be maintained in a central location.	Pemberton, Donna	9/11/2017	The school Sharepoint calendar will record meeting dates for all enrichment activities.	5/31/2018 weekly
G1.B2.S1.A1  A362978	Lakeville will implement the National Junior Honor Society for academic high achievers in fifth...	Pemberton, Donna	11/13/2017		5/31/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Lakeville Elementary School will increase ELA and Mathematics learning gains in the top 25%.

G1.B1 Teachers may have limited knowledge of differentiated instruction for helping students enhance their understanding of state standards.

G1.B1.S1 Administrators and instructional coaches will provide professional development in differentiated instruction for higher performing students.

PD Opportunity 1

A plan for the development of enrichment strategies will be discussed in weekly common collaborative planning.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 9/5/2017 to 5/31/2018

G2. Lakeville Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

G2.B1 Teachers have limited capacity for implementing instruction aligned with the rigor of grade level standards.

G2.B1.S1 Instructional staff will be trained to utilize districtwide Curriculum Resource Materials (CRM) and implement lesson plans and resources in daily instruction.

PD Opportunity 1

Instructional coaches will provide professional development on accessing, understanding, and implementing weekly planning for rigorous instruction, to include Daily 5.

Facilitator

Instructional Coaches

Participants

Teaching Staff

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G2.B2 Teachers have limited knowledge of district expectations for Professional Learning Community (PLC) collaboration.

G2.B2.S1 Instructional staff will utilize District Professional Learning Communities (DPLC) to ensure consistency with Orange County Public Schools (OCPS) expectations.

PD Opportunity 1

Teachers will participate in six professional development sessions for implementation of District Professional Learning Communities (DPLC).

Facilitator

Orange County Public Schools

Participants

DPLC team

Schedule

Monthly, from 8/14/2017 to 5/30/2018

G3. Lakeville Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

G3.B2 Teachers have limited knowledge of implementing differentiated instruction and flexible grouping to meet individualized student needs.

G3.B2.S1 Instructional coaches will provide professional development to each grade level regarding the most effective method for conducting instructional rounds.

PD Opportunity 1

Teachers in all grade levels will participate in instructional rounds to observe effective small group instruction by peer teachers.

Facilitator

Instructional Coachs

Participants

Instructional Staff

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	A plan for the development of enrichment strategies will be discussed in weekly common collaborative planning.				\$0.00
2	G1.B2.S1.A1	Lakeville will implement the National Junior Honor Society for academic high achievers in fifth grade.				\$0.00
3	G1.B2.S1.A2	Students will form a team and participate in the SECME science competition at the University of Central Florida.				\$0.00
4	G1.B2.S1.A3	Students will read qualifying books, form a team of readers and compete in the district Battle of the Books competition.				\$0.00
5	G2.B1.S1.A1	Instructional coaches will provide professional development on accessing, understanding, and implementing weekly planning for rigorous instruction, to include Daily 5.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Lakeville Elementary			\$200.00
<i>Notes: Funds will be spent to purchase books for teachers new to Lakeville.</i>						
6	G2.B1.S1.A2	Instructional staff will utilize CRMs in lesson planning for all subject areas.				\$0.00
7	G2.B2.S1.A1	Teachers will participate in six professional development sessions for implementation of District Professional Learning Communities (DPLC).				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Lakeville Elementary			\$7,000.00
<i>Notes: Cost includes professional development fees, materials and supplies.</i>						
8	G2.B2.S1.A2	Each grade level will implement the structures and expectations of District Professional Learning Communities (DPLC).				\$0.00
9	G3.B1.S1.A1	Instructional coaches will implement "safe practice" walkthroughs, providing teachers with feedback on best practices for guiding small group instruction that will benefit all students, specifically focusing on strategies to improve ELL/ESE student performance.				\$0.00
10	G3.B1.S1.A2	Instructional coaches will facilitate feedback discussions with grade level teams regarding "safe practice" walkthrough observations of small group instruction.				\$0.00
11	G3.B2.S1.A1	Instructional coaches will model how to conduct instructional rounds and how to provide appropriate and meaningful feedback to peers.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Lakeville Elementary			\$500.00
<i>Notes: Funds will be used to purchase Daily Five resources for instructional staff.</i>						

Orange - 0141 - Lakeville Elementary - 2017-18 SIP
Lakeville Elementary

12	G3.B2.S1.A2	Teachers in all grade levels will participate in instructional rounds to observe effective small group instruction by peer teachers.	\$0.00
Total:			\$7,700.00